**Chrysanthemum (Day 3)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Samantha Ashby, Sara Doutt, Jenny Byrd, Sharon Clark** | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title: I Am Storyteller** | | | **Corresponding Unit Task:**  2-Authors Sign Their Names  3-Books Have Different Parts | | |
| **Essential Question(s):** How do active readers retell a story? What are the different parts of a book? Why is it important for good writers to form their letters correctly? | | | | | |
| **Teacher Note—** Vocabulary is relevant to all days reading this book. | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * The book *Chrysanthemum* * Access to http://streaming.discoveryeducation.com * Flip book materials * T-chart * Picture cards with setting and characters (1 per student) * Vocabulary picture cards * Sight word cards (I, like) * Handwriting paper * Examples of settings (can use cards from sequencing activities, calendars, etc.) | | | | Chrysanthemum- picture card  Delphinium- picture card  Setting- definition  Characters- definition/card  Wilted- dramatize  Teasing/Taunt- discussion/compare  Cover, Back, Title, Author, Illustrator | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Listening/Speaking**  **Standards:** SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  **I Can Statement(s):** I can use new vocabulary words. I can listen to my partner. I can follow directions. I can share information.  **Instructional Plan:**   * Present setting vocabulary card to the class and discuss what the setting is. Tell the students how to find out what the setting is (good idea to use large sequencing cards to help students distinguish before character and setting). * Give each student a picture card with a character and setting * Students meet with their A/B partner and ask and “what is your setting?” and then answer | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:** RL.K.1 - With prompting and support, ask and answer questions about key details in a text.  RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.  RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  RL.K.10 - Actively engage in group reading activities with purpose and understanding.  RF.K.1 - Demonstrate understanding of the organization and basic features of print.  **I Can Statement(s):** I can listen for information.  **Instructional Plan:**   * Tell students to pay close attention to the setting of the story and how it is the same/different than your current setting * Play Chrysanthemum on http://streaming.discoveryeducation.com (15 min. long) * Discuss the setting in the story * Create a T-chart with students comparing the book setting to our classroom setting | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper-and lowercase letters 2. Produce and expand sentences in shared language activities.   **I Can Statement(s):** I can write my name. I can build a sentence with I am.  **Instructional Plan:**   * Embedded in writing with our sentences and word formation. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s):** I can write a sentence. I can illustrate a sentence.  **Instructional Plan:**   * Build on idea from Day 1 and 2. * Focus from the reading was setting. Talk about different settings students have been to (school, home, park, grocery store, etc.) * Have large picture cards with labels of different places (beach, mountains, park, home, school, movie theater, mall, etc.) and introduce these places to the class. * Students have written, “I am \_\_\_\_\_\_\_\_\_\_\_.” * Introduce the word “like,” and talk about different places students like to go. * Students practice building the sentence verbally “I like \_\_\_\_\_\_\_\_\_\_.” with sight word cards and picture cards with labels (pocket chart). * Model writing the sentence “I like \_\_\_\_\_\_\_\_\_\_.” focus on making capital letters * Students add “I like \_\_\_\_\_\_\_.” writing to the handwriting paper from the day before and start drawing setting on the flip book page (pre made/cut). * As students are drawing the setting, teacher and assistant are walking around gluing the sentences “I am \_\_\_\_\_\_\_\_\_. I like \_\_\_\_\_\_\_\_\_\_.” to the bottom of the flip book page. * Have a few students share their work in the author’s chair (let other students share over the next few days) | | | | |
| **Closing/Summarizing Strategy** | **Summarizing Strategy—Questioning**  Review character and setting.  Completion and sharing of flip book. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Reading— Ask higher order questions * Listening/Speaking—have students talk about how the character relates to the setting; students create another way to represent vocabulary words * Writing—students can extend the sentence or write another sentence explaining why. | | * Reading—proximity to the teacher, scaffolding with questions * Listening/Speaking—front load students in the morning about setting and new vocabulary * Writing—peer partner, tracing the sentence | | | * Reading—front load while they are coloring, who a character is * Listening/Speaking—front load students in the morning about setting and new vocabulary * Writing—peer partner, tracing the sentence |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Reading— participation in T-chart, teacher observation  Listening/Speaking— teacher observation on how they answer “What is the setting?”  Writing— flip book | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*